THE SHAKERITE

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KUEHNLE'S SHAKER

Jonathan Kuehnle will succeed Interim Principal James Reed III as Shaker Heights High School principal July 1 amid controversy over his appointment. The Shakerite talked to Kuehnle about his hopes and expectations for the future. **Page 8**

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Let's Just Everyone Relax

The race for college admissions relents for no one

NORA SPADONI EDITOR IN CHIEF

I had heard the college visits were repetitive, but I didn't confront the numbing, brain-crushing boredom that accompanied monotonous information sessions and meandering tours through endless engineering quads until I had been on one. Yet, there's still that sense of anticipation before each tour: will this be the Holy Grail of colleges? Will I spend four years in this very classroom, racking up student debt and completing my major in feminist bricklaying?

At 6 years old, my friends and I used to play "college." We pretended to major in tap dance and trigonometry (not that we knew what the latter was), live in a big city and rush around self-importantly. If fourth-graders were big kids, college students were ancient. Fortunately, my kindergarten gang could never imagine the grueling application process that lies before us as juniors.

Now, as early as sophomore year, college talk begins filtering down from upperclassmen while my parents fondly reminisce about a time when college applications didn't become a looming threat until senior year.

I wish I could sit at my lunch table without hearing about my friends' high-profile internships or character-building jobs. I wish I could take up residence under a rock, and never hear the question "So where have you been looking?" again. As we head into next year, these tense conversations will only crop up more frequently. The allure of living independently and meeting people in college has crumbled under the pressure of this competitive rat race.

The pressure is especially enormous during the summer before junior year. If you aren't spending those months teaching Lithuanian children to read Braille, your chances of attending a top-ranked college, landing a lucrative job that doesn't make you want to kill yourself and retiring in relative comfort in Italy are dashed! What happened to lazy summers spent relaxing and enjoying a sabbatical from school? Academics have become a year-round occupation.

Although participating in elite summer opportunities is increasingly possible via financial aid programs, not many families can afford an Ivy League summer school or guided tour of Europe. Unfortunately, applying to the few inexpensive programs is an intense competition that's only a preview of the college Hunger Games that awaits us next semester.

So, while admissions officers spend the summer preparing themselves for the next wave of overscheduled teenage robots, those robots march around hoarding accolades and awards -- and calculating which of our friends pose the greatest threat to our chances for eternal happiness. I'm a part of the problem, I know. But so are most of us.

College interrogation is so relentless that former Shakerite Editor in Chief Shane McKeon published a "No College Small Talk Pledge" in 2014. In it he, urged students -- and adults -- not to elevate anxiety with college discussion. Why haven't we listened?

I'm not an idiot. I know that the competition will only worsen over the next year and the years following. Finding the perfectly balanced, principled, culturally-aware summer is just one hurdle in a cutthroat admissions process that I should probably begin to accept.

Nonetheless, I can't help imagining a world in which students can survive high school without having to lug around the 10-ton burden that is unnecessary college anxiety.

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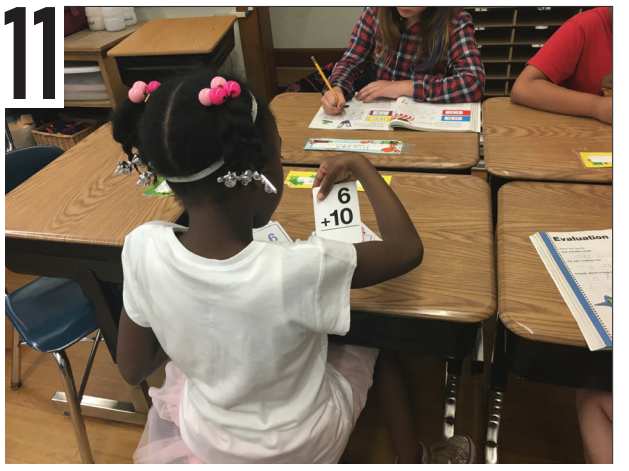

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Behind the Cover: We sent Shakerite photographer Joshua Price to follow soon-to-be Principal Jonathan Kuehnle May 13 while he spent time at the high school. To read the accompanying story and learn more about Kuehnle's plans for the high school, turn to **page eight.**

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16740 South Park Boulevard, Shaker Heights
216.921.1201 www.shakerhistory.org

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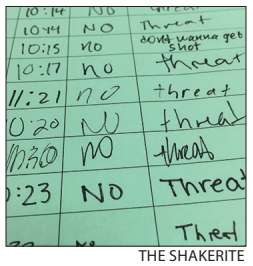
GETTING THE MESSAGE ACROSS, OR NO

OCT. 7, 2015



THE SHAKERITE

OCT. 26 AND 28, 2015

OSE ARHEGHAN// THE SHAKERITE

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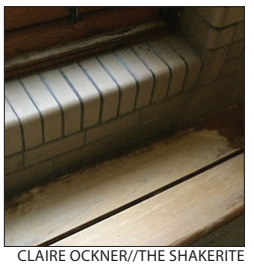

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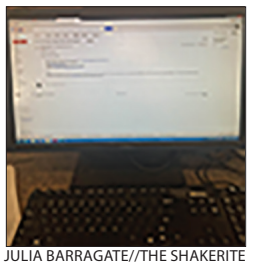

JULIA BARRAGATE//THE SHAKERITE

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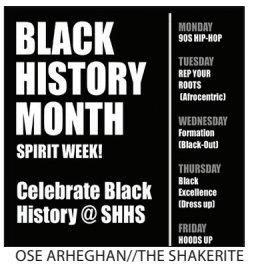


OSE ARHEGHAN//THE SHAKERITE

MARCH 22, 2016

GRACE LOUGHEED//THE SHAKERITE

APRIL 6, 2016

JULIA BARRAGATE//THE SHAKERITE

SAFETY THREAT LEAVES QUESTIONS

As threats of violence made by an anonymous Instagram user circulated among students, Interim Principal James Reed III made a P.A. announcement at 8:47 a.m. instructing staff to check email. The email message stated that the threat was being investigated but did not instruct teachers **whether or how to communicate with students.**

More than 600 students left the building in the next few hours. The student who allegedly made the threats was later arrested, and at 9:45 p.m., Superintendent Gregory C. Hutchings, Jr. posted news of the arrest to shaker.org.

really redundant," freshman Wyatt Sweeney said afterward. "You should **find another way to communicate.**"

DISTRICT ATTEMPTS TO DISCUSS SAFETY

In light of the Oct. 7 incident, the district invited parents, students, teachers and community members to a Safe Schools Summit Oct. 26 in an attempt to **open a dialogue on school safety.**

"The elephant in the room is that we haven't had a discussion about safety in Shaker. This is the beginning, and it will continue," Hutchings said at the Summit.

An additional 15-minute assembly was convened for students Oct. 28, aimed at discussing safety procedure, but students were left underwhelmed.

"I think the assembly was

THREAT INFORMATION SHARED CLEARLY

Improvements in communication were evident when Reed informed the high school of a graffiti threat found on a bench in the dance room of the high school.

The statement was made at 9:57 a.m. via PA announcement and **informed the school** that after the threat was discovered, "The student was removed from class and is now in police custody. Classes at the high school were not impacted. We have no reason to believe that anyone is in danger and the graffiti has been removed."

Hutchings posted the same message to shaker.org at 10:15 a.m. **Parents were later informed of the incident via email.**

ACCIDENTAL EMAIL SENT TO PARENTS

An **email** from Shaker Heights High School was **accidentally sent to all high school parents** that explained that their student was therefore required to attend **in-school suspension** the next day.

"Your student has failed to serve their assigned ESD and therefore tomorrow is assigned to In School Suspension as a consequence for failing to serve the one hour and 15 minute detention," the email stated.

At 2:01 p.m. Dec. 3, an additional mass email was sent, asking parents to **disregard the previous message.** An announcement was made during ninth period informing students about the **miscommunication.**

HOODS-UP MESSAGE DRAWS RESPONSE

Posters advertising the "**hoods-up**" day in respect for the anniversary of Trayvon Martin's death were posted throughout the building in the week leading up to the event. On Thursday, Feb. 25, during ninth period, Reed **made an announcement explaining that wearing hoods would violate school policy.**

The timing of the announcement raised questions, and Reed later explained that the **delayed communication** about the policy was because **the posters and events were not reviewed or approved by him or by any staff member** before being posted, nor was it clear which organization or club may have organized the spirit week.

HIRING MESSAGES PROVOKE OBJECTION

An **email message** from Hutchings sent to staff after the appointment of Jonathan Kuehnle Hutchings stated that Kuehnle had **"received a unanimous recommendation as a finalist** from an interview panel made up of teachers, parents and administrators."

However, a message from Hutchings subsequently published on the district website read, "This process included: **A unanimous recommendation from an interview panel** made up of teachers, parents and administrators."

The omission of the word "finalist" in the public message **contradicted** the fact that more than 80 percent of teachers had endorsed Interim Principal James Reed III.

TESTING CALLS LEAD TO CONFUSION

An **automated phone call** was made to parents indicating location and times for their child's or children's standardized testing. When more than one student in a household was to test, **the message did not specify which test and location** corresponded to which student,

Freshman Hannah Braun said, "The message said that there were two students in my house taking the test, and then stated the two room numbers. By the time I realized it was the wrong room, it was three minutes before the test started. It was **pretty rattling to think that you're ready for a standardized test and on the wrong floor** entirely."

COMPILED BY KATRINA CASSELL AND JULIA BARRAGATE

Hopes are high for improved communication after a year of misfires in language, timing, technology

"I think that Mr. Kuehnle is certainly keenly aware of the need to communicate with all stakeholders . . . He prides himself on strong communication, so I think that's going to be a real plus with him."

SCOTT STEPHENS

JULIA BARRAGATE CAMPUS AND CITY EDITOR

Students and staff hope that school and district communication improves next year.

"I believe communication between students and administration this year has been extremely lacking," freshman Annie Stibora said.

However, Scott Stephens, executive director of communications and public relations, pointed to communication enhancements already in place.

"We've done a couple of things this year that we're proud of because they've never been done before," he said.

Stephens described the use of an 11-member advisory committee to the superintendent, comprising adults from various professional backgrounds, all in the field of communication, as an initiative launched this year that he plans to continue. He also spoke of monthly lunches with PTO members to exchange ideas openly.

"The idea is to provide these forums to give a mechanism for people to give feedback and for us to listen and learn and for them to listen and learn," he said.

As newly appointed Principal Jonathan Kuehnle begins his tenure, he will inherit the community's concerns about communication.

"I think that Mr. Kuehnle is certainly keenly aware of the need to communicate with all stakeholders, obviously starting with teachers and students and extending just as importantly to families and the community at large," Stephens said.

Why You Should Care

"He prides himself on strong communication, so I think that's going to be a real plus with him."

Stibora said the new principal should speak frequently to students via announcements or assemblies.

"Especially in emergency situations, more communication is definitely needed between administration and teachers and students," she said.

In an interview April 29, Kuehnle said he recognizes the importance of effective communication.

"Communication, I think, is extremely valuable, especially when you're talking with our community and our school," he said.

Kuehnle also said he believes being approachable is important. "I think what's really helpful when you're a high school principal is being approachable and having an open-door policy," he said.

Sophomore David Mack said communication is crucial to a well-functioning school.

"I think the most important thing is communication. Using announcements social media that kind of stuff, being in the community a lot more often, I think that's really important," he said.

Kuehnle cited communication in his plan for effective leadership, which he shared with community members during his March 7 appearance as a candidate. He explained the "three C's of leadership" which are collaboration, communication and consistency.

"Once decisions have been made, the communication portion comes into effect, and you have to let all the students and the staff and the parents know," he said.

Stephens said success depends on communicating widely.

"For the superintendent or the principal or any administrator in the district to be successful," he said, "there needs to be communication, not only within the district, but beyond the district, too."

Campus and City Reporter Katrina Cassell contributed to this report.

NO-BUS POLICY LEAVES STUDENTS OUT IN THE COLD

AUDIE LORENZO//THE SHAKERITE

Winter's freezing windchills prompt the most pleas for high school busing. Because of cost and the availability of public transportation, the district buses only K-8 students who live outside a 2.5-mile radius of their schools. Some students, have no choice but to walk to school every day. Twenty-six of 99 students surveyed reported walking to school.

Extreme weather pits walking students against tardy policy

ABIGAIL ARONOFF CAMPUS AND CITY REPORTER

The road to education is a tough one, and, for some students, so are the roads to Shaker Heights High School.

A sizable number of students who attend the high school walk regularly to school. According to Interim Principal James Reed III, the district does not compile or maintain statistics about which students travel to and from school on foot. Some of these students travel more than 2.5 miles, the minimum distance to qualify for busing to the district's K-8 schools.

This distance, popularly known as the "two-and-a-half mile law," is stated in the district's "Eligibility Zones for Pupil Transportation" policy.

"State law requires the Board to provide transportation for resident elementary students in grades kindergarten through eight, who live more than two miles from school, and for all students with physical or mental disabilities that make walking impossible or unsafe," it states.

The Shakerite surveyed six high school English classes spanning all grades and levels during third period March 11. Ninety-nine students completed the survey. Twenty-six reported walking to school, and 15 of those 26 identified themselves as African American. The students who reported walking to school represented all grades, with eight freshmen, three sophomores, eight juniors and eight seniors. Twenty-three African-American and 23 Caucasian students reported that a parent or friend drives them to school, as did four multi-racial and two Asian students.

While any kind of transportation involves risk, students who walk to school face unique dangers, especially during winter. Students have to march through the heavy slush, climb over plowed mounds of snow and tiptoe across icy sidewalks and streets -- all while hunkered down inside hoods and behind scarves to hide from chilling winds.

This winter was significantly milder than the last two, during which record-setting low temperatures prompted 10 school cancellations. But this year, classes continued Jan. 19 despite a wind chill reading of minus six degrees at 6:53 a.m. that caused eight Cuyahoga County districts to close, including Beachwood, Mayfield and Orange.

Students who walk miles to school in sub-zero temperatures face hardships, but the district cannot always cancel school; this kind of weather is not unusual in Shaker. So why not bus high school students, too?

Executive Director of Communications Scott Stephens explained why not. "There are two major reasons why we do not have school bus service to the high school. First, we are lucky as a community to have the RTA Rapid system, and that links our high school and our neighborhoods through a centrally-located light rail line," Stephens said. Yet, only two of the 99 students surveyed reported taking the RTA to school.

"I get a ride most of the time, but if it's super cold, and I live almost 40 minutes away, I'm not going to walk to school. I'm not going to risk frostbite to take a test."
SAMIRA COLBERT

"Second, state law does not require us to provide transportation for high school students," Stephens said. "However, if we did provide it, state law requires us to provide the same bus service to students living in Shaker Heights but attending private schools."

"Given the expense of providing bus service, and our access to public transportation, we believe that money that could go to high school transportation is better spent on academic programs and on recruiting, training and retaining a high-quality staff of teachers, administrators and support personnel," Stephens said.

Interim Principal James Reed III said, "I know at Cleveland Heights we didn't bus high school either. I'm not familiar with a lot of urban or suburban districts that bus."

Sophomore Samira Colbert, who lives 1.5 miles away from the high school, said that the lack of transportation affects her education. "I get a ride most of the time, but if it's super cold, and I live almost 40 minutes away, I'm not going to walk to school. I'm not going to risk frostbite to take a test," Colbert said.

The total cost of bus transportation

MARGI WEISS//THE SHAKERITE

Students exit school March 16, a mild day. When temperatures are below freezing, however, , the walk to and from the high school can be dangerous. Frostbite is a particular risk. Nurse Paula Damm said, "I think it's safe if you're dressed appropriately. In the winter, it's tough, but people have hiked to the North Pole. I understand some people may not be able to afford layers. I haven't had any frostbite, just minor stuff."

for the district in 2014-15 fiscal year was $3,021,854. About $2.5 million was devoted to regular education transportation, and almost $500,000 for special education transportation. Shaker currently buses 181 K-8 private school students, 29 of whom live within one mile of their school. The estimated cost to bus high school students at Shaker Heights High School for the 2015-2016 fiscal year is $2.178 million. This estimate excludes the cost of new buses, routes and additional drivers.

Sophomore Brandon Bourn walks to school but blames himself when he arrives late. "I come to school late because I don't wake up on time," he said. "I've never been late to school because I've walked." However, other students who walk to school would prefer to be bused. Colbert said that it takes her about 37 minutes to get to school, but even longer if it is cold outside. "I know people who live on Warrensville and if they had to walk to school, it'd be an hour and a half, and that's way over two miles. I don't live that far away but I live a reasonable amount away to be able to get a bus."

Freshman Julian Banks lives a 20-minute walk away from the high school. However, he does not believe high school students need bus transportation. "I don't really think so, because we're at an age where we're able to walk to school on our own," he said.

Bourn reiterated Banks' comment. "Look, now you're older; you don't need as much help getting to school. The students who do walk," Bourn continued, "they really don't have a problem with it. It's just during the months of December through February. But after that it's really good, and having buses [is] really unnecessary then."

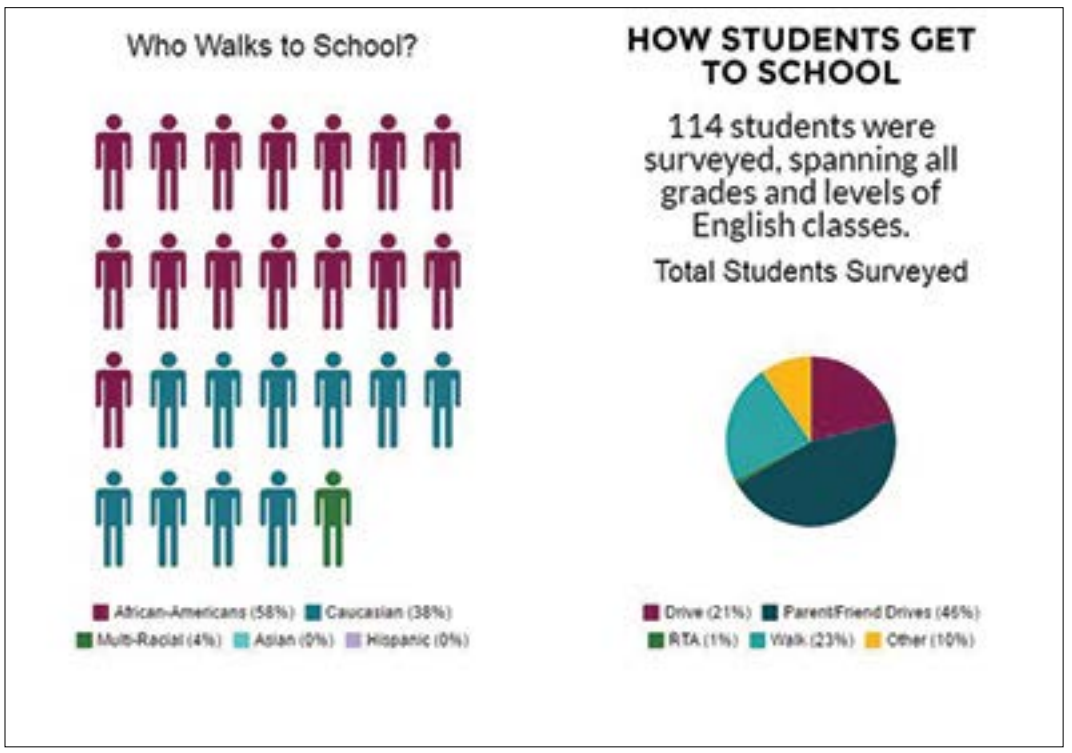
However, the months December through February do pose a risk for pedestrians. According to the Mayo Clinic website, "Frostbite occurs when skin and underlying tissues freeze. The most common cause of frostbite is exposure to cold-weather conditions. In wind chill of minus 16.6 F (minus 27 C), frostbite can occur on exposed skin in less than 30 minutes."

"I think it's safe if you're dressed appropriately. In the winter, it's tough, but people have hiked to the North Pole," said nurse Paula Damm. "I understand some people may not be able to afford layers. I haven't had any frostbite," she said, "just minor stuff." When severe weather occurs, students who walk look for alternatives. "I would try to get a ride from a parent," Banks said, but added that there have been days when he couldn't get a ride. "I just had to walk to school in really bad weather."

On top of all of these health risks, students are punished for being late to school, even when conditions were especially unforgiving.

Sophomore Darius Dudley, whose walk takes 20 minutes, sometimes arrives late. "I either ask one of my guardians, 'can you take me to school?' or I'm late to school. [There have been times when] I had to walk, and I was late to school [due to bad weather conditions], and I got a tardy. And you know, if you're late to class for 15 minutes, it's unexcused." He continued, "They should have a bus system that comes to get you before school and after."

Colbert said people who walk and are late to school pay a penalty. "I think that that's totally unfair because if I'm late to school, because I had to walk, but had to take a different way because there was snow, or it took longer because of snow, that's just ridiculous," Colbert said. "I shouldn't be penalized for trying to get an education."



Facilities Far From a Done Deal

EMET CELESTE-COHEN//THE SHAKERITE

Board of Education President William Clawson views a map of the district bus garage and storage facility with two other attendees. Upgrades for the bus garage, storage, administration and more were deferred in an executive committee meeting weeks later.

After five months of meetings, district sends proposal to state to secure funding, but plans can change

"We started with designing the ultimate music set-up, what we would do if we won the lottery. We want five large spaces and some smaller spaces like recording studios that incorporate technology."

DANIEL CRAIN

EMET CELESTE-COHEN INVESTIGATIONS EDITOR
ASTRID BRAUN INVESTIGATIONS EDITOR

Everybody loved the idea of a new school.

The district announced an initiative to develop a master facilities plan Dec. 15. "Instruction drives construction," read the promotional signage: red letters on a yellow-and-black striped, construction-style background.

Twenty-two days later, nearly 100 people packed the upper cafeteria to get started.

More than five months later, after holding five community meetings and its own meetings, the district sent a plan to the state May 10 and shared it at the monthly Board of Educations meeting. But this plan is tentative; its purpose is to hold Shaker's place in line for state funding. Community members have another year of meetings and informal votes to participate in before seeing any ballot issue.

At Dec. 15 meeting, attendees couldn't wait to list the aspects of Shaker's facilities that impeded instruction. However, throughout the meetings, the number of student attendees fit on one hand.

People suggested more comfortable furniture, wider hallways and more power outlets. Interim Principal James Reed III even proposed underground parking.

When given blueprints and asked to amend them, attendees eagerly molded the provided Play-Doh and thoughtfully placed the supplied Post-it notes.

EMET CELESTE-COHEN//THE SHAKERITE

Post-It notes, Play-Doh and pen modify a blueprint of Shaker Heights Middle School at a Feb. 16 facilities planning meeting.

For the next meeting, Feb. 16, the Play-Doh-and-Post-it-plastered blueprints had been transformed into neat, computer-generated maps. Residents and teachers took to penning in changes, further altering the classrooms of yesterday.

Daniel Crain, band director, sat with his colleagues in a corner of the cafeteria, excitedly drawing and redrawing the entire band area, from storage closets to the auditorium. "We started with designing the ultimate music set-up," he said, pausing from the reconfiguration, "what we would do if we won the lottery."

Van Auken Akins and Legat Kingscott -- the architects teaming up to lead the project -- revealed four final concepts supposedly derived from community input at the fourth meeting March 6: Concept One, build a new 5-8 grade middle school; Concept Two, build a new high school; Concept Three, renovate all buildings; Concept Four, build a new 7-8 grade middle school.

Tim Kalan, Lomond teacher and parent, attended all of the meetings. He was concerned with the broadness of the provided concepts.

"I believe one shortcoming of the process up to this point has been a paucity of practical solutions to some of our facilities identified problems," he stated in a May 13 email interview.

Practical solutions for problems such as painful furniture or parking had been discussed at the meetings, but they weren't reflected in the concepts presented.

"I don't know where some of the ideas dropped off," Emily Shrestha, high school teacher and parent, said in a follow-up interview. But they did.

At an executive meeting Feb. 24, BOE members and other district officials pro-

duced a list of pros and cons for possible concepts. The minutes show that those who attended approved four concepts -- later presented as Concepts 1-4 at the March 6 meeting -- and "tabled" another four. They accepted two of the eight concepts -- renovation of all buildings and a new 7-8 grade middle school -- without discussion. The tabled concepts included an early childhood learning building, a ninth-grade academy and two 5-8 grade buildings.

"I'm curious as to how the ideas were tabled," Shrestha said after the meeting. "For example, I thought the idea of a ninth-grade academy could have been very useful."

A tally of the pros and cons of each concept, listed in the executive meeting minutes, provides insight into how the decisions were made; concepts carried forth earned more pros, those tabled, more cons. An analysis of the pros and cons themselves, however, raises more questions.

For example, one disadvantage of the early childhood learning building was listed twice. Another was, "not sure if research supports this."

A disadvantage listed for the construction of two 5-8 buildings was the elimination of a transition between sixth and seventh grade. The elimination of a transition "during a crucial student development stage," however, was listed as an advantage for the single 5-8 grade building concept.

Participants informally voted on those four concepts at the March 6 planning meeting. They placed green, red and yellow stickers on the concepts that they prefered.

While the significance of green and red stickers was clear, participants were not as certain about the meaning of a yellow vote. Did those who put yellow on a concept like it? Was it their second-best or second-worst choice? Would they vote for it on a ballot?

Paul Garland, managing director with Legat Kingscott, explained the method in a phone interview. Those who voted yellow, he said, did not fully support a concept, but would vote for it if presented on a ballot.

According to the tally of red and green stickers, 93 percent of participants would vote for renovating all buildings. A 7-8 grade middle school would place second with 87 percent approval. The 5-8 grade building would be the third choice.

But the two concepts to advance to the next round were Concept One, the 5-8 grade building, and Concept Two, the 7-8 grade building. The renovation of all buildings was not advanced. Contrary to the previous vote, Concept One won out.

Kathleen Burleigh participated in the vote. "[It], in my opinion, appeared skewed and did not reflect the thoughts and opinions of those who attended the March planning meeting," she stated in a May 9 email interview.

An informal Twitter Poll conducted by the Shakerite found the vote might not reflect the opinions of those who hadn't attended as well. The most popular concept among the four presented was renovation of all district schools. Second was a new high school -- the option deemed least popular by those who attended the meetings. Then, a new 7-8 grade middle school.

Placing last in The Shakerite poll , with only six percent of the vote, was Concept One, the 5-8 grade building.

While some who attended the planning meetings may not see their efforts reflected in the result, those results may be altered. "There has not been a final plan chosen," BOE member Alex Dykema said.

The concepts themselves aren't necessarily indication of what the district will choose to do. The "concepts tabled" aren't tabled, and the "concepts advanced" aren't advanced. "I wouldn't say that there are any concrete decisions," Director of Communications Scott Stephens said.

"If we're being asked our opinion, but our opinion isn't used, how were we, the stakeholders, involved in the process?" Shrestha asked.

"[The vote] was just used to guide the decision-making process," Stephens explained. But the none of the ideas voted on -- or not voted on -- were reflected when presenting the district plan to the state May 10.

The 125-page document sent to the state suggests renovations to Boulevard, Onaway and the high school -- which would become an 8-12 building. It also calls for -- additions to Fernway, and the creation of a new elementary school and a new 5-7 grad middle school. The most controversial item on the list was the demolition of Lomond and Mercer elementaries.

"This proposal has left a number of community members with a bad taste in their mouths," Kalan stated, "particularly those who have participated in the facility planning process, yet were caught off guard by the unpleasant, if not spurious details of the proposal."

However, since the district released the document, it has struggled to reassure the public that nothing is set in stone. "The decision for the state is a placeholder," Dykema said. The more expensive the plan, the more money the state will provide. Of the $135 million plan, the Ohio Facilities Construction Commission would pay 24 percent.

Dykema said the district isn't beholden to the plan it presented to the state. After the district gets the money, he predicts the district will revert to a less expensive, more feasible plan.

But in order to keep the money, Bill Prenosil, senior planning administrator with the OFCC, said, the more feasible plan must contain aspects of the 125-page document sent to the state.

"The district most likely will not co-fund the whole plan with the state," he said in a phone interview, "just some of it." The state will only pay for the parts of the final plan which were listed in the document sent two weeks ago.

So the question for future meetings remains, which parts of the 125-page proposal, which would be partially state funded, do voters want? Is it knocking down Mercer or building a new middle school? Is it adding areas for eighth graders at the high school? And what do they want to add to the final master plan?

The final plan must be decided before May 2017 so that the district can determine the cost of any renovations or construction and then ask voters to approve a bond issue to finance the project.

Shaker has already paid Legat Kingscott and Van Auken Akins nearly $193,000, and Brain Spaces -- a Chicago-based firm facilitating the conversation -- approximately $30,000.

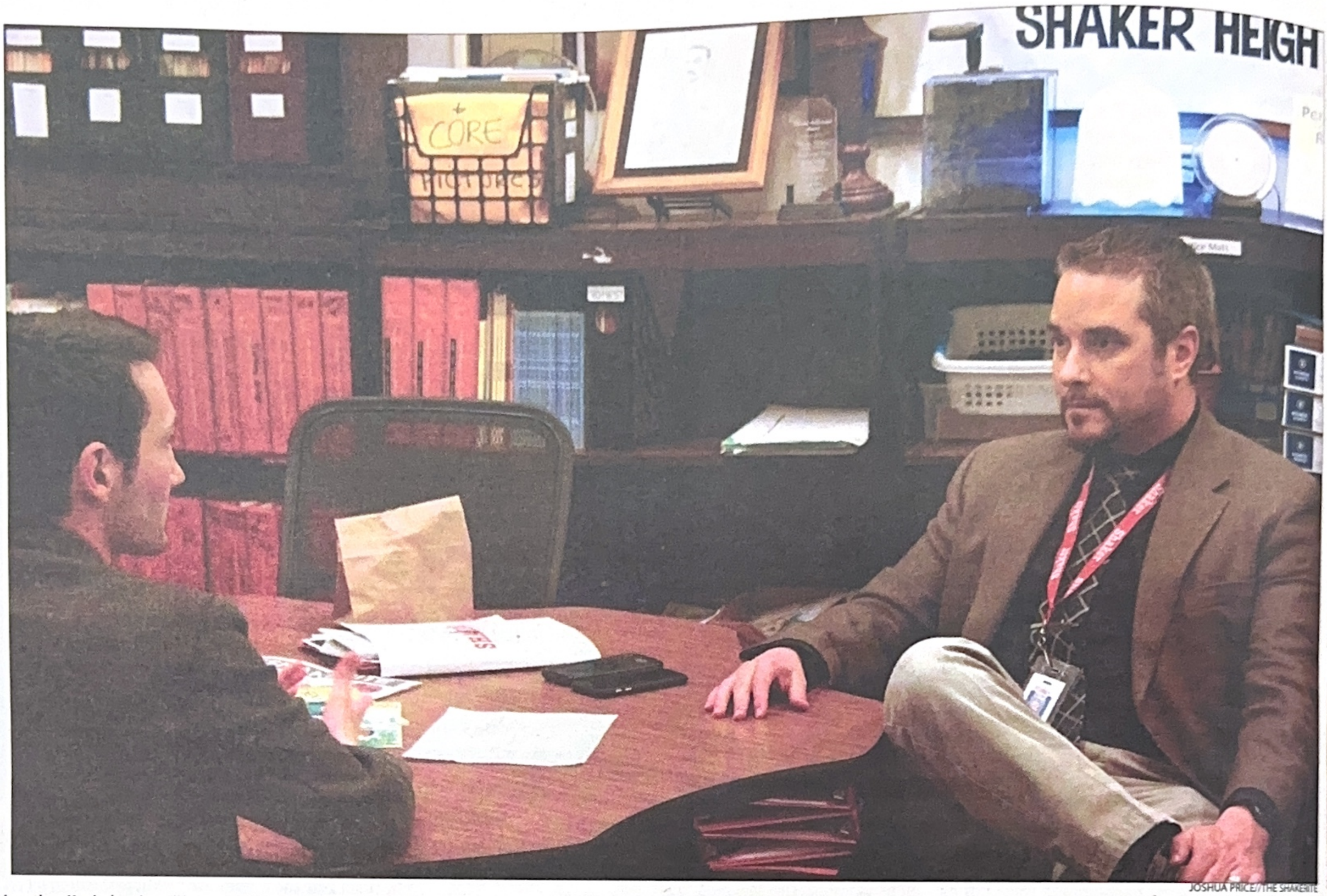
"I don't think it matters where the money goes," said Max Bond, a senior enrolled in the high school's engineering course, in a phone interview. "It will be good for Shaker."

EMET CELESTE-COHEN//THE SHAKERITE

Participants sit in a corner of the upper cafeteria Feb. 3, discussing possible solutions to the many architectural challenges at Shaker Heights High School. Some of the ideas listed are underground parking, wider hallways, athletic field lights and comfortable furniture. These ideas weren't conveyed in the four concepts presented to participants at future meetings. "I believe one shortcoming of the process up to this point has been a paucity of practical solutions to some of our facilities identified problems," Lomond teacher and Shaker parent Tim Kalan said.

"This proposal has left a number of community members with a bad taste in their mouths particularly those who have participated in the facility planning process, yet were caught off guard by the unpleasant, if not spurious details of the proposal."

TIM KALAN



JOSHUA PRICE//THE SHAKERITE

Jonathan Kuehnle, who will become high school principal July 1, and John Moore, IB Middle Years Programme director, meeting May 13 in Room 227. Kuehnle has been visiting the district on Fridays as part of his transition.

Keenly Attuned to Listening and Learning

Jonathan Kuehnle says he plans to capitalize on existing strengths

JULIA BARRAGATE CAMPUS AND CITY EDITOR

Although Jonathan Kuehnle will become principal during a time of unprecedented disagreement about an important decision, he doesn't anticipate further division within the community during his tenure as principal.

In an interview April 29, Kuehnle said he recognizes the needs of teachers, as he previously served as a teacher's union representative.

"I've been a teacher and I've been an administrator, but also I've been a union representative for the teachers," he said, "which means that I really know all the issues that people have, and I've had some of those issues myself. I respect them, I empathize and, most importantly, I'm knowledgeable about them."

The search for a new principal concluded March 22, when Superintendent Gregory C. Hutchings, Jr. publicly announced Kuehnle's appointment.

At the conclusion of the district's national search for a principal, the district named two finalists for the position. Teachers and students then published opposing endorsements of Kuehnle and Interim Principal James Reed III. The Shaker Heights Teachers' Association published a letter March 7 endorsing Reed, while the Superintendent's Student Advisory Committee published a letter March 9 endorsing Kuehnle, who is currently campus director at Springfield High School, located 191 miles southwest of Shaker Heights.

Kuehnle also said he hopes for future unity within the community, despite the contradictory endorsements.

"I think every teacher in that building wants what's best for students, and I think everybody wants for our students and community to grow and to succeed, and so I think we can put whatever drama of the search behind us," Kuehnle said.

During the interview, Kuehnle confirmed that he had applied for superintendent positions at other schools while simultaneously applying for a principal position at Shaker.

"I don't see Shaker as a stepping stone; I see it as a home."

JONATHAN KUEHNLE

"I have applied for superintendent positions, that's absolutely true, but I've accepted the Shaker Heights [principal] position," Kuehnle said.

He also said that his tenure in Shaker will not be short-lived. "I think that being a high school principal in a place as special as Shaker Heights is the equivalent of being a superintendent almost anywhere else," said Kuehnle. "I don't see Shaker as a stepping stone; I see it as a home."

Kuehnle emphasized the importance of communication. "What I do think is important is to make sure that we communicate everything that we have to offer and that we facilitate the access to all the kids," he said, adding, "I want to make sure that we provide the same opportunities, or at least the access to them, for all of our students."

During his March 7 candidate appearance at the high school, Kuehnle touted his success in raising the graduation rate at Springfield. During the interview, he said that although

his strategies to raise graduation rates were necessary there, he recognizes that the need is not as great in Shaker, as the five-year graduation rate is already above 90 percent.

Kuehnle does, however, hope to apply strategies he used in Springfield to help struggling students overcome barriers that prevent them from graduating.

"I'm sure we aren't catching everyone right now, so that's where I can take my experience and track down those kids and those families based on our data and say, 'OK, why? What are your barriers to success, and how can I help you remove those barriers?' " he said.

Kuehnle also expanded on his enthusiasm for the International Baccalaureate Programme. "It's an amazing program, because it's not just about the academic component, but it's also about the philosophical component, so that while you may master the content of certain classes, more importantly you learn what it is to be a global citizen, and that, to me, is a skill that serves you far beyond high school and into life," he said.

Asked if he would strive to expand Shaker's IB or AP courses offerings, Kuehnle said his belief in the IB philosophy would inform any such decision.

"I am a strong believer in the IB philosophy, and I think that can really benefit all of our students. So whatever we end up doing, that's going to be one of the things at the core," he said.

Kuehnle also referred to himself as a "data nerd" during his March 7 appearance. During his tenure at Springfield, Kuehnle instituted a data-based approach in which teacher based teams followed Ohio's five-step process for data analysis.

Ohio's five-step process and teacher-based teams are part of the Ohio Improvement Process, which is a state effort to reform public education and make schools meet state and federal performance standards.

The state requires the formation of groups called teacher based teams. Shaker's Teacher Based Teams meet by subject every Tuesday morning. TBTs are to follow the five-step process for data analysis, which includes the collection, analysis and comparison of common student data amongst teachers.

"The five-step process for data analysis really compels each teacher to take a look at the students that they are assigned to and be able to track students' growth in real time, as measured by their data," said Kuehnle.

Teachers discuss such changes after comparing their students' scores during Teacher Based Teams meetings.

"You start individualizing as teachers start responding in real time to that student data and tweaking our approaches and reassess. Some students really need a highly individualized plan, and that's OK," he said. "It all comes back to just getting to know our students, based on the data, based on conversations, on life experiences."

Kuehnle discussed the possibility of using common assessments as one method of data collection among common courses. Teachers of the same course would administer a common assessment to their classes every few weeks. For example, all 9 English teachers would give the same quiz at the same time, and collect and compare their students' scores.

JOSHUA PRICE//THE SHAKERITE

During the hiring process, more than 80 percent of teachers backed James Reed III, while members of the Superintendent's Student Advisory Committee voiced their support for Kuehnle. "I think every teacher in that building wants what's best for students, and I think everybody wants for our students and community to grow and to succeed, and so I think we can put whatever drama of the search behind us," Kuehnle said.

JOSHUA PRICE//THE SHAKERITE

During an interview with The Shakerite April 29, Kuehnle said that it "is important to make sure that we communicate everything that we have to offer and that we facilitate the access to all the kids." He added, "I want to make sure that we provide the same opportunities, or at least the access to them, for all of our students." However, Kuehnle reiterated that he plans to remain in "listen-and-learn mode" before making any drastic changes.

"There needs to be that atmosphere of mutual trust, mutual respect, mutual accountability, and once we've built those relationships together, we can really start to get things done."

JONATHAN KUEHNLE

"Common assessments are a part of this, so that you're actually comparing apples to apples when you're looking at the data and seeing what works for students," he said.

However, he emphasized that the route toward common assessments is still tentative at this time. "A lot of this is hypothetical," said Kuehnle. "It is something that I have seen produce success with students of all types in various districts, so I think it may be something worth considering as I learn more about our data and what works and what doesn't."

Kuehnle said he does not plan to change high school policies at this time, but hopes to use a collaborative approach to decision-making in the future.

"I'm in listen-and-learn mode. I have made no decisions on any policies at this point. It is not my intent to come in and blow everything up and start anew," he said. "We already have so many successful things going on, so we definitely need to keep that going and build upon it, improve upon it, grow on it."

"If there's anything that we can tweak after taking a look at it, I would be very much desirous of not doing it unilaterally, but really working on a collaborative approach wherever possible," he said.

Kuehnle, who will begin his tenure July 1, also emphasized the importance of teamwork among administration.

"It really does take a team," he added. "There needs to be that atmosphere of mutual trust, mutual respect, mutual accountability, and once we've built those relationships together, we can really start to get things done."

Editor in Chief Nora Spadoni and Investigations Editor Emet Celeste-Cohen contributed to this report.

Look for more Shakerite coverage of Kuehnle as we head into the 2016-17 school year at *shakerite.com*.

Time to Reconcile Our Conflicting Opinions

JOSHUA PRICE//THE SHAKERITE

Jonathan Kuehnle, currently campus director of Springfield High School in Springfield, Ohio, confers with IB Middle Years Programme Director John Moore. Kuehnle will succeed James Reed III as principal July 1.

Rifts must be set aside and Kuehnle allowed time to establish himself

We live in the Shaker Bubble. Things have always been done a certain way under its cover, and when someone strays from those long-standing traditions, controversy is inevitable.

'Rite Idea

On July 1, Jonathan Kuehnle will walk into a school divided and assume the role of Shaker Heights High School principal.

Teachers and students are at odds over Kuehnle's appointment. While the Superintendent's Student Advisory Committee published a letter on Facebook in support of Kuehnle, the Shaker Heights Teachers' Association published a letter of their own, endorsing Interim Principal James Reed III.

As principal, Kuehnle will face unique challenges. Eighty percent of faculty openly endorsed Reed. Running a school in which eight out of 10 teachers wish you were someone else is nearly impossible — not to mention wholly unpleasant.

Students who met Kuehnle when he was a candidate are largely in favor of him, creating tension between students and staff.

Teachers raised concern about Kuehnle's age and lack of experience; some believe that the administration hired him because he is young and will not challenge administrative directives. Might they remember that they, too, were young and inexperienced once, and recall how daunting a task it is to take up a new job in an unfamiliar place.

Shaker is a special place in many ways, one of which is giving voice to its youth and legitimately considering their opinions. Students take full advantage of this opportunity, often forgetting what a privilege it is. By writing a letter endorsing Kuehnle after teachers already did so for Reed, the Superintendent Student Advisory Committee pitted themselves against their teachers and split the school. Whether this divide was intentional or not is beyond the point — it's time to tone it down.

The decision has been made, and the community must put their biases aside and welcome Kuehnle.

The decision has been made, and the community must put their biases and welcome Kuehnle into our school. This will make the transition easier for not only Kuehnle, but for ourselves. Change is much easier faced united than in the midst of a civil war.

The truth of the matter is, we don't know Kuehnle yet. We do not know what is in store for us, and it's unfair to speculate. Assuming the role of principal, regardless of the circumstances, is tough. In Shaker, it is even more difficult due to the precedent set by Reed and Michael Griffith.

Before we bombard Kuehnle with accusations of disrupting "The Shaker Way," give him time. Beating down his office door two days into the school year isn't going to accomplish anything for anyone; give him time to institute change — or not — instead of immediately deciding he will not be an advocate for the high school community. We need to step back and let Kuehnle be his own person and leader, without pressuring him to conform to a mold mandated by the superintendent, SHTA, PTO, Board of Education or various student factions.

Encouraging Bright and Healthy Minds

ZACHARY NOSANCHUK//THE SHAKERITE

Take Action, a popular high school club, works to aid elementary school students by tutoring them in certain subjects. Presidents and vice presidents for each school work to manage high school students in coming to the school and tutoring students that need it. Take Action has been flourishing, gaining membership and popularity. As Mercer Take Action vice president Leah Marek said, "If they don't understand a concept, we just work with them until they get it down."

Students take action at elementary schools

Big kids give back sometimes.

Once a week, high school students walk or drive to three of Shaker's elementary schools to Take Action.

Members of the club embrace the opportunity to become role models in their old elementary schools by volunteering as tutors. Take Action matches high school students with students at Woodbury, Onaway and Lomond schools. One hundred high school students participated in Take Action this year.

Ellie Vahey
Columnist

"There is this pull to be able to go back to your elementary school. You get to be a big kid there. It's just a great way to have some one-on-one and really help someone," said Jody Podl, English teacher and Take Action adviser.

Douglas Myles, Woodbury assistant principal, is thrilled with the program. He said that Woodbury students aren't merely "getting academic support, they're looking up to this student. They're seeing that their education as fifth and sixth-graders matters."

Junior Abby Kagan, Onaway Take Action president, joined Take Action as a freshman. "I make an impact on a little kid's life by being involved in this program," she said.

"There is this pull to be able to go back to your elementary school. You get to be a big kid there. It's just a great way to have some one-on-one and really help someone."

JODY PODL

The tutors adjust to the learning pace of each child and get a sense of his or her strengths and weaknesses. Tutors are empowered by giving young students a boost of confidence or creating a "light bulb" moment.

Freshman Greta Bauer, Fernway Take Action vice president said tutors focus on literacy and math. "We specifically help students with their reading abilities and spelling," she said. "We do sight words, which are the 100 standard words that all first graders need to know, and flashcards for math facts."

Sophomore Leah Marek, Mercer Take Action vice president said persistence is important. "If they don't understand a concept, we just work with them until they get it down," she said.

Bauer said such persistence is vital when tutoring presents challenges. "I never become frustrated, because I know I can help the kid work it out. Sometimes it's hard because you see them trying so hard to understand something, and they just don't quite get it.

"But you can always help them out by explaining it to them, going over it, and making sure they understand all the context clues," she said.

Sophomore Rachel Podl, Mercer Take Action president, said that Take Action isn't just about academic help. "Students we work with are struggling with certain issues, whether it be at school or at home ... just having someone to talk to is really important. You have to be dedicated, patient and willing to work at something to get it right," she said.

Kagan is looking forward to seeing Take Action's influence expand. "The more tutors we have, the better. We want to bring more awareness to it, because it's doing so much good in our district. Those early years of education are so important," she said.

Myles said the tutors' novelty benefits students. "The teachers spend so much time with the students that sometimes you reach a saturation point. It presents [material] in a fresh light," he said.

Woodbury teacher Charles Candel is glad Take Action has provided an outside resource for his fifth-grade class. "I know that [my students] got much for reinforcement. As a teacher, when you have 25 students, it's hard to get to everyone," Candel said.

Chris Cotton, Take Action adviser, said the tutors and club presidents are gaining invaluable skills.

As the year progresses, high school students take full responsibility. "Scheduling an appointment with a principal, going to this meeting and holding yourself in a professional manner, that's a very valuable experience. It certainly helps them develop their leadership and develop their confidence and their ability to step out into the world and take on a positive, dynamic role," Cotton said.

"Growth is happening on both sides," Myles said. "And maybe, just maybe, the high schoolers are learning a few things from the 5th and 6th graders."

Bauer said her experience proved worthwhile, and she is looking forward to next year. She said, "Tutoring has helped me realize that anyone can make a change in the community, whether it's small or large."

Sacrificing Self-Love for Social Likes

IZZY MARKEY//THE SHAKERITE

English teacher Molly Miles believes human interaction is being challenged by the use of tech nology. She said, "I think texting and communicating via social media is trumping standard face-to-face communication, and those in a relationship are missing out on the genuine connection made when a screen is not involved." Freshman Grace Kerns said, "When some of my friends get more likes than others, the people who don't get as many likes go and unlike those pictures."

Social media continues to perpetuate self-esteem issues while redefining relationships among teenagers

Each month, Instagram hosts more than 400 million active users, who share more than 80 million photos daily.

According to the "rules" of social media, I rate high on the scale of likes and followers. I have more than 1,200 followers on Instagram and earn about 300 to 400 likes on the photos I share.

But at what cost?

This question was a wake-up call ever since I came across a video made by Essena O'Neill, a high-profile social media user who recently decided to quit her accounts, including Instagram, because she believed they create unrealistic self-image and discontent.

Social media puts a strain on human interaction, fuels teenage insecurities, creates new standards and is redefining connections for teens of the 21st century.

"Seeing all these famous people on Instagram, their vacations and how fit they are makes me feel insecure, because I know I will never amount to that," freshman Grace Kerns said.

From Instagram, Twitter and Facebook to Snapchat, there are plenty of opportunities to create photo-sharing profiles. What originally was a way to share special moments in users' lives is becoming a way of gaining validation through social recognition.

Junior Dylan Freeman notices these pressures, "Everybody has just been held to a standard to be perfect and fit all of the social norms," he said.

Izzy Markey
Staff Reporter

I receive at least one text a week practically begging me to like someone's photo. I'm no exception -- I also feel insecure about photos I have posted. These texts are not exclusively asking for a "like." I also receive messages asking for advice about photo captions, or which filter would earn the most likes.

In addition to being a source of peer pressure, social media is now a competition for likes, followers and popularity.

I am a freshman at Shaker and I have had an Instagram account since I was in fifth grade. When I started posting to Instagram, I loved the idea of sharing my favorite pictures with my friends -- and still do -- but somewhere along the line, that lighthearted activity was replaced by a much more serious purpose.

Like so many social media users, I began to rely on Instagram to boost my self esteem with likes and follows. Now, the more followers I have, the more content I feel.

Self-esteem from social media comes from outside perception not a genuine understanding of who someone is on the inside. This lack of internal acceptance can cause more insecurities than boosts in self-esteem.

"Self-esteem is critical to adolescent well being. It has to be authentic, however. Just telling someone they are great is not enough. Students need to face challenges and obstacles and know that they can overcome them," said Hallie Godshall, Dean of Students at Hathaway Brown School.

I found myself deleting pictures if they did not tally a certain amount of likes. Leaving them up made me feel inadequate. I constantly refreshed my notification page, hoping to sustain a "like ratio," number of likes per minute. This addiction distracted me from my school work and my face-to-face interactions.

This pursuit creates competition among social media users. "I always look to see who gets the most likes," Kerns said. She said this competition created tension with her friend group, "When some of my friends get more likes than others, the people who don't get as many likes go and unlike those pictures."

This contest for likes is becoming extreme.Time spent with friends and family is now being hijacked by time spent on screens. "I see it every day at lunch. We all just sit around the table on our phones, not interacting with each other," sophomore Chad Hamilton said.

Relationships were not always like this. Kids used to be more personally involved with one another, creating relationships based on trust and common interests. Nowadays, relationships are defined by how many people view an uploaded image or tweet.

Dr. John Hertzer, Shaker parent and Childhood and Adolescent Psychiatrist at University Hospitals said the social media habit can be unhealthy, "For many teens, social media brings a need to constantly feel connected, which can jeopardize healthy attachments with others, interfere with normal sleep patterns and compromise other positive activities," he said.

Social media plays a big role in my life and always will. However, O'Neill's actions and the reporting and reflection I have done have made me consider how much time and thought I put into my social-media image. I encourage others to do the same.

GIRL GIVES UP ON MICROWAVE LINE, GNAWS ON RAW MAC AND CHEESE

On late-start Tuesday, May 17, queues for the cafeteria microwaves reached a record four-person length.

The array of students in line featured junior John Tittenhammer holding his mother's baked ziti leftovers; junior Serena Yumustko drooling over an enchilada Lean Cuisine; freshman Joey Chincressi eying his slice of pepperoni thin crust pizza which had dipped below room temperature; and sophomore Emily Montenegro clutching a Kraft Easy-Mac.

Junior Rosa Blindenson was seated and enjoying her reheated curry before the line formed. She reportedly raced from the basement to the upper cafeteria, ignoring directional staircases and occasionally knocking a student or two out of her path.

Emily Montenegro
Opinion Editor

"School sucks, but hot meals don't," said Blindenson, in between mouthfuls of curry. "It took me three years to figure out how to heat my meal this fast -- three."

Those who populated the line which formed in Blindenson's wake were not as fortunate.

Tittenhammer's brisk pace earned him first place in line. Yumustko encountered a teacher outside the cafeteria, from whom she politely ran from, and landed the second spot in line. Chincressi made a rookie mistake by pausing to vote for his class president on his way into the upper cafeteria, which delayed his arrival and placed him in third. Montenegro made an impressive effort, but her 5-foot stature could only move her so quickly into last place.

Tittenhammer made a bold play when he set the oven's cook time for two minutes, earning a collective groan from the participants and the growing audience, who expected a Hunger Games-style brawl to erupt in moments.

As the seconds crawled by, the students in line surveyed their surroundings: The other upper cafeteria microwaves were all broken, for various reasons including tin foil, aggressive door yanking and overcooked lunches that filled the cafeteria with waves of smoke. It was this microwave -- which reeked of burnt curry -- or a lunch filled with tepid food.

After the longest two minutes in Shaker Heights High School history -- a record broken daily in the cafeteria -- the timer's insistent beeping regained students' attention. A student in the crowd let out a cheerful yell.

Tittenhammer remained focused on the goal, rapidly swirling a plastic fork through his steaming ziti -- before shoving it back in the microwave, fork and all, and setting the timer for two more minutes.

He kept his eyes on his melted fork to avoid his peers' judgmental glares.

The audience gasped, some even booed. Montenegro began to cry.

Later, in the wake of what we are now calling Microwavegate, Montenegro told The Shakerite that "it was the worst day of my life."

Former Shakerite Editors Earn Pulitzer Recognition

EMILIE EVANS LIFESTYLE EDITOR

Thirteen journalists were awarded Pulitzer prizes this year. Two of them were Shakerite editors.

The Pulitzer Prize is an award given each year to American musicians, journalists and writers for outstanding achievement.It is one of the highest a journalist can earn.

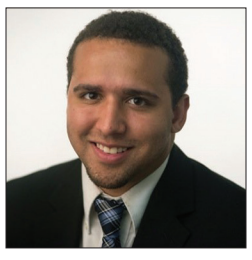
Kathryn Schulz ('92) and Wesley Lowery ('08) studied journalism and worked for The Shakerite while in high school. Schulz was a graphics editor, and Lowery became editor in chief as a senior. Schulz, who won a Pulitzer in the feature writing category, has written three books and works for The New Yorker magazine. Lowery, who shares the Pulitzer for national reporting with colleagues, covers law enforcement, justice race and politics for the Washington Post.

Lowery, 25, is credited with inspiring a year-long Post investigation of fatal police shootings during 2015. The Post found that no federal agency maintains national statistics about such shootings. The Post compiled the statistics and analyzed them to create graphs, charts and visuals that illustrate the details of each shooting as well as reporting the stories of individual shooting deaths and their effects on families. The director of the Federal Bureau of Investigation has since announced that the agency will begin keeping statistics about fatal police shootings.

The award is Lowery's second Pulitzer. Before joining the Post, he reported for the Boston Globe and contributed to its coverage of the 2013 Boston Marathon bombing, which earned a Pulitzer Prize for breaking news coverage.

"We were newspaper readers; there was always a newspaper in the house -- one, maybe two or three," Lowery's mother, Sheila Lowery, said. "He would go into his dad's office all the time and see how newspapers were run and produced. It was always around, so he was very exposed to it and once he got into it there was no stopping him."

Schulz won the prize for her in-depth New Yorker story, "The Really Big One," about the Cascadia subduction zone that runs along the coast of the Pacific Northwest and the damage it will cause when it produces a powerful earthquake.



Former Shakerite editor in chief Wesley Lowery collaborated with his Washington Post colleagues in a year-long investigation of fatal U.S. police shootings.

Former Shakerite graphics editor Kathryn Schulz wrote an in-depth New Yorker feature about a looming catastrophic earthquake in the Pacific northwest.

In subduction zones, continental and oceanic tectonic plates meet and, over thousands of years, one slides underneath the other into the earth, periodically causing earthquakes and tsunamis.

Schulz wrote that, eventually, the pressure that has been building up at the Cascadia subduction zone will finally force it to slip, causing a magnitude-9.2 scale earthquake. Her story includes instructions for readers to illustrate the slip and ensuring disaster with their hands. One journalism expert stated that Schulz "may have written the finest analogy in the history of journalism."

Her journalism teacher, Sally Schwartz, who is now retired, was impressed. "I was amazed at her story that won the Pulitzer. It caused quite a stir when it first came out," she said. "Not only is she a great writer, but her research is as good. I was also so impressed with how she took a complicated subject and made it so clear. I now understand earthquakes in an entirely new way."

"Meagan and Bridget's best quality as leaders is their willingness to help their teammates out."
LORI MACK

BOB MITCHELL/THE SHAKERITE

BOB MITCHELL/THE SHAKERITE

Senior Bridget Mitchell (left) and junior Meagan Mitchell (right) both recieved outstanding Divison I scholarships. Bridget recieved a scholarship to play lacrosse at the University of Colorado, Boulder and Meagan recieved one to play field hockey at American University in Washington, D.C. in the class of 2021.

Athletics Brighten Sisters' Future

DON BENINCASA RAIDER ZONE EDITOR
LAUREN SMITH COLUMNIST

If you want to be a major-college athlete, it doesn't hurt to have a sister.

Junior Meagan Mitchell earned a partial Division I scholarship in field hockey at American University this past season, and senior Bridget Mitchell earned an academic and a partial athletic Division I scholarship for lacrosse at the University of Colorado Boulder.

Even though they are competitive athletes, they do not struggle with sibling rivalry. Asked about their relationship, each sister spoke well of the other.

"Bridget is a good role model for me, even though she is only a year older than I am. She's also really funny, and we spend a lot of time together," Meagan said.

Bridget said she admires how her sister sets such a high standard for herself.

"My favorite thing about Meagan is how hard she works and how rational she is," she said.

The sisters use competition to push themselves to excel in athletics and academics.

"During practices if Meagan and I had to go [against] each other, we would get really competitive and physical because we want to beat each other. However, we did this more for fun, not actually because one of us had to be better than the other," Bridget said.

The playful push to outdo each other reaches the sisters' schoolwork, too.

"Whenever Meagan gets her report card back, she always rubs it in my face. The competitiveness I have with her doesn't take away from our sibling relationship; if anything, it adds to it," Bridget said.

BRYNN WILLIAMS//THE SHAKERITE

Meagan Mitchell (left) and Bridget Mitchell (right).

Although both sisters play field hockey, their plans for the future vary. Bridget didn't decide to play for Shaker until her junior year, but her hard work and determination earned her the starting left back position for the 2015 state championship team.

"Every practice, [Bridget] was a sponge and had to prove herself," field hockey coach Hilary Anderson said. "She would make mistakes, but the reason she was successful was because she never gave up."

Bridget has played varsity lacrosse since her freshman year. She was named an All-American and was named rookie of the year for the Shaker lacrosse team as well as most versatile player.

"She is early for practice and games and able to model this work ethic to other players. She dedicates many hours in off-season to improving her play," women's lacrosse coach Tonia Porras said.

When, as a sophomore, Bridget told Porras she would prefer to play for a Division I university, Porras pushed her to improve her skills.

Bridget participated in summer camps at various colleges, including the University of North Carolina and Cornell University, and she also played for her club team, Ohio Premier. Through these experiences, she realized she wanted to play at Division I school.

Meagan, who was named 2015 player of the year by cleveland.com, also looked at different schools, considering academics along with their field hockey programs. She participated in summer camps at schools such as Brown University and Princeton University. She especially loved the camp at American University. "I had a lot of fun at the American clinic," she said."It just really clicked and felt right."

The sisters work diligently in school and believe playing sports contributes to their academic success.

"I think playing sports in high school has been advantageous, because time management is a skill that needs to be learned, and it's learned through sports," Bridget said. "When you have two hours of practice every day and you come home and you have four hours of homework, having [a] schedule allows you to better understand... the way you manage your time."

Their teammates also respect the sisters' work ethic and selflessness.

"They work incredibly hard every practice," said senior lacrosse and field hockey player Jessica Morford, "and they're dedicated to being the best they can be in school, sports and really anything else they choose to do." Morford also earned a Division I field hockey scholarship.

"Meagan and Bridget's best quality as leaders is their willingness to help their teammates out," sophomore field hockey player Lori Mack said.

Bob and Sheila Mitchell, their parents, attribute much of their daughters' growth to athletics. Sheila Mitchell said, "You can see your child grow a lot whenever they are participating in sports."

sports briefs

RANKS OF LGBT PRO ATHLETES GROWING

WNBA player **Stefanie Dolson is the latest athlete to come out as LGBT** in the professional sports community.

Dolson, who plays for the Washington Mystics, **wrote a letter published in the May 23 edition of ESPN The Magazine about her perspective as an LGBT athlete.**

She describes her sexual orientation and how she came to terms with it.

"I've learned that for me, gender comes second to personality, a person's aura, if you will, or their vibe. **I'm not attracted to someone's gender. I'm attracted to their energy as a being."**

Dolson praises the WNBA for their tolerance and acceptance of LGBT women, and **shames other sports leagues that haven't taken steps to welcome LGBT athletes.**

"I just am who I am. And I'm happy."

Katrina Cassell

EX-BROWN MANZIEL CHARGED IN ASSAULT

Former Browns quarterback **Johnny Manziel was indicted by a Dallas grand jury** on a misdemeanor assault with bodily injury charge April 25.

The **Browns drafted Manziel 22nd in the first round** of the 2014 NFL draft and had **high expectations for the Heisman Trophy** winner.

He never found success on the field, and he **angered the Browns** with his publicity-seeking, partying lifestyle.

The Browns cut Manziel in March. Two agents have dropped him in the span of two months.

Manziel faces charges based on a Jan. 30 incident in which **he allegedly hit and dragged his ex-girlfriend, Colleen Crowley, by the hair** and threatened to kill them both .

Sophie Sickling

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Even Professional Sports Can't Close the Wage Gap

WIKI COMMONS

Recent studies suggest that some professional female athletes may receive less income than their male counterparts, even if their teams are more successful. This is especially prevalent with the National Women's Soccer team, despite winning the FIFA Women's World Cup.

Imagine the average Broncos player made 20 percent less per day than the average Browns player.

Would it make sense that the Broncos, the winners of the most recent Super Bowl and the team that made it to the playoffs nine times in the past 16 years, earn less than the Browns, a team that has only been to the playoffs once?

Alexa Jankowsky
Raider Zone Editor

Is it fair to compensate a team with less money even though the team is more successful? Is it even logical?

Of course, this wage gap between the Broncos and Browns does not exist. It does exist for the U.S. national soccer teams.

The Women's National Soccer team earned the 2012 Olympic gold medal and was FIFA Women's World Cup 2015 champion. The men's team did not even qualify to compete in the 2012 Olympics. Nevertheless, players on the women's team make $60 per day. The men make $75, according to Sports Illustrated. The women earn 20 percent less, despite being more successful.

Is compensating a team less, though they are more successful, fair? Is it logical?

Why does being female make an athlete worthy of less pay than a male?

Imagine after winning a match, a reporter tells men's tennis star Novak Djokovic there were many women in the stands during the match and then interrogates him about his love life. There is no discussion of his performance on the court.

This happened -- not to Djokovic -- but to female tennis player Eugenie Bouchard after she became the first Canadian woman to advance to the semifinals of the Australian Open in more than 30 years.

Male athletes are revered for their athleticism, yet a female competitor's athleticism is disregarded in favor of gossip-magazine treatment. Is it any surprise, then, that female athletes are paid less? The double standard trivializes their accomplishments as if they were only irrelevant supplements to their feminine lives.

What would we think if Dicks' Sporting Goods basketball ads only featured men sitting in the stands, modeling sportswear, instead of competing as athletes? If, before Wimbledon, the New York Times published an article weighing in on male athletes' bodies instead of their skills, emphasizing how one of the top athlete's body types was unusual for looking muscular, instead of the culturally ideal and as thin as possible?

Disrespect of women in sports is ingrained into our culture and it needs to stop, especially because it manifests as a disturbing wage gap.

In a study about gender stereotyping in televised sports, the LA84 Foundation found in basketball, commentators used 146 descriptors suggesting strength and 38 suggesting weakness in men, while using 95 descriptors suggesting strength and 103 suggesting weakness in women.

The media insinuates female athletes are weaker than men and therefore gives justification for the lower pay and less attention.

The misrepresentation of women is not restricted to media coverage, which one might see as only a superficial issue. Sexism reaches into opportunities for female athletes in college.

In collegiate athletics, women receive $183 million less in National Collegiate Athletic Association athletic scholarships than their male counterparts. Although there are more women in college than men, there are 63,000 fewer athletic opportunities in NCAA colleges for women.

The pervasive gender inequality in sports must end. The first step is acknowledging the problem. Disrespect and sexist stereotyping must be called out. No answers to sexist questions. Compensation unbiased by gender. More coverage of women's sports. These steps would start to chip away at the sexism in sports culture.

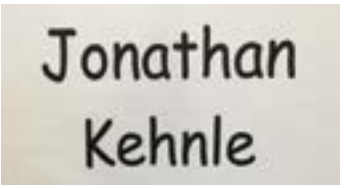
Five members of the National Women's soccer team filed a federal wage discrimination complaint against the U.S. Soccer Federation last month. The team has been subject to poorer field conditions and less pay despite winning more titles and drawing the highest number of viewers on U.S. networks for a soccer game.

The inequality has been obvious for years, but the only way the team could hope to end it was through the legal system. Attaining equality should not require such drastic measures, but if that's how the game is played, women should play hard.

How to (Mis)spell Jonathan Kuehnle's Name

Jonathan Kuehnle will become SHHS principal July 1. Soon after he was hired, Shakerite adviser Natalie Sekicky posted the correct spelling of his name throughout the newsroom -- in 300-point type. We were determined not to misspell it, which, given that it is pronounced *keenly*, seems inevitable. Our efforts were foiled, however, when our senior editors pranked the newsroom April 27 and, among other hilarities (such as a marathon Bon Jovi soundtrack), taped unique interpretations of our future principal's name over every correct example Sekicky had posted. Here's the list.

Choose your favorite, but remember, it's Kuehnle, not Quinoa. **1.** Keenly **2.** Keunly **3.** Khenely **4**. Kenelee **5.** Kienely **6.** Khuenely **7.** Quinoa



Want to read more stories that will make you laugh and cry simultaneously? Want to stay sane during finals week? Want to stay up to date with all the latest news in the Shake? ***Visit www.shakerite.com***

New Albums and Their Accessibility

Phillip Kalafatis

Reaching New Highs (and Lows) in Climate Coping

Raider Rant

The temperature inside the high school is as unpredictable as Cleveland weather. Though it's May, I walk outside to find it's 40 degrees. I bitterly throw on a sweatshirt even though it shouldn't be this cold, and halfway into first period, I'm sweating.I take off the sweatshirt, but I quicklyrealize my mistake because second period feels like I've walked straight into the North Pole. Out comes the smothering sweatshirt. This process repeats with every class, and I'm sick of the school not being able to agree on its climate. I don't know about other students, but it would be a lot easier for me to learn if I didn't have to worry about what season it's going to be in my next class. **EMILIE EVANS**

The Meh List: School Year Edition

Phillip Kalafatis

1. Three-day language finals
2. The College Board (is watching)
3. Josh Podl leaving the announcements
4. Using all the schedules in one week
5. Principal searches
6. Dialing 9 before you call
7. Standardized testing

The Presidential Lowdown

ANDREW JOHNSON (1865-1869)
Reconstruction???
Impeached
Bitter
Democrat VP for Republican president
Fought Congress

WARREN G. HARDING (1921-1923)
Corrupt to the teeth
Hardcore partier
Liked his alcohol
Big-business lover
Lover of women other than his wife

JAMES BUCHANAN (1857-1861)
Civil War what?
Last name sounds like banana
Hypocritical
Didn't stop secession
No

ANDREW JACKSON (1829-1837)
Native American hater
Bank hater
Tariff hater
South Carolina hater
All-around hater

THE 45th U.S. PRESIDENT (SORRY, BERNIE)

DONALD TRUMP (2016-?)
Toupee!
Avid tweeter
Connoisseur of walls
Lots of Trump
Gestures

HILLARY CLINTON (2016-?)
Pantsuits
Chillary Clinton
Where da emails at?
Secretary of Swag
Cedar Rapids

COMPARE AND CONTRAST: IB Programme vs Ibuprofen

IB PROGRAMME	CATEGORY	IBUBROFEN
Sometimes painful	***Pain***	Painkiller
Learn to procrastinate	***Educational Value***	Learn to manage pain
Is there one?	***Cultural Context***	Pain makes us human
What's in it?	***Mystery***	What's in it?

WINNER: IBUPROFEN, for being more helpful overall.

4-Second School Reading Reviews

OSE ARHEGHAN, PHILLIP KALAFATIS AND MAGGIE SPIELMAN

By now everyone should know who dies

Tituba was innocent, and Abigail played us all

Young Metro doesn't trust the Weird Sisters

Big Brother is always watching you

THE SHAKERITE

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